



# *How and Why Dual Language Can Transform Schools*

# Dr. Kristin Percy Calaff

Director of Multilingual Education



- **Taught Spanish** in a DL program in Fairfax County, VA
- **Supported** new DL programs in Washington State as a consultant
- **Led** growth of DL programs in Highline SD from 2015-2021
- **Board Member** - Washington Assoc for Bilingual Education (WABE)
- **Multilingual Learner, Parent** of 2 bicultural, multilingual learners

# Dr. Rob Darling

Deputy Superintendent



- **Initiated/Implemented DL** in Selah SD, now with Yakima SD
- **Board Member** - Washington Assoc for Bilingual Education (WABE)
- **Exec. Committee Member:** OSPI Multilingual Education Advisory Council (MEAC)
- **Member** - OSPI Dual Language Steering Committee
- **Multilingual Learner, Parent** of 7 multilingual learners

# Today's Learning

- What is Dual Language?  
Structure & Terminology
- WA State Vision for DL
- How Dual Language Works
- Challenges
- Benefits

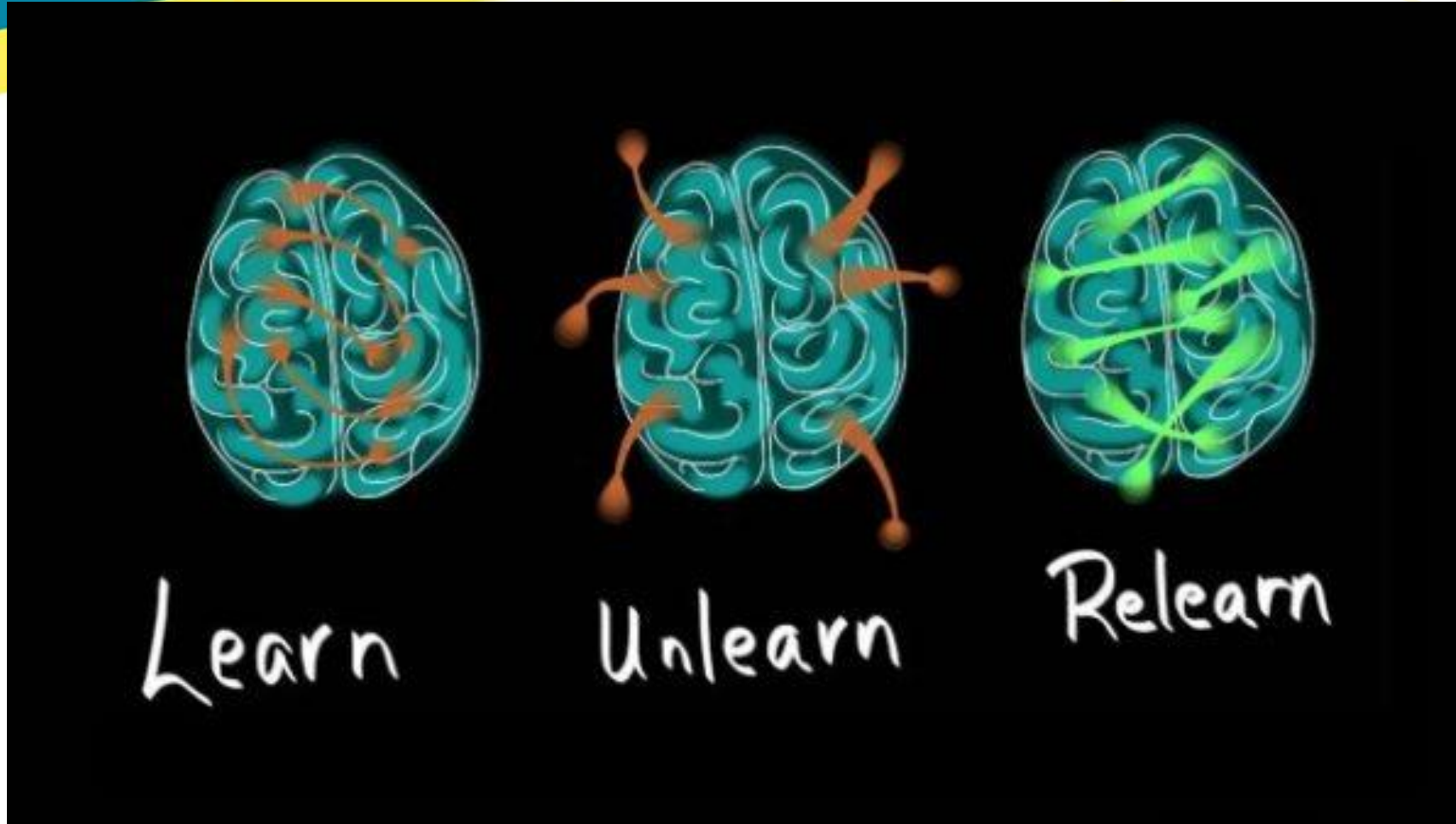


YAKIMA SCHOOLS  
*Strengthening Community Through Education*





# Brain Research around Adult Learning: ALL Adult Learning Requires Unlearning

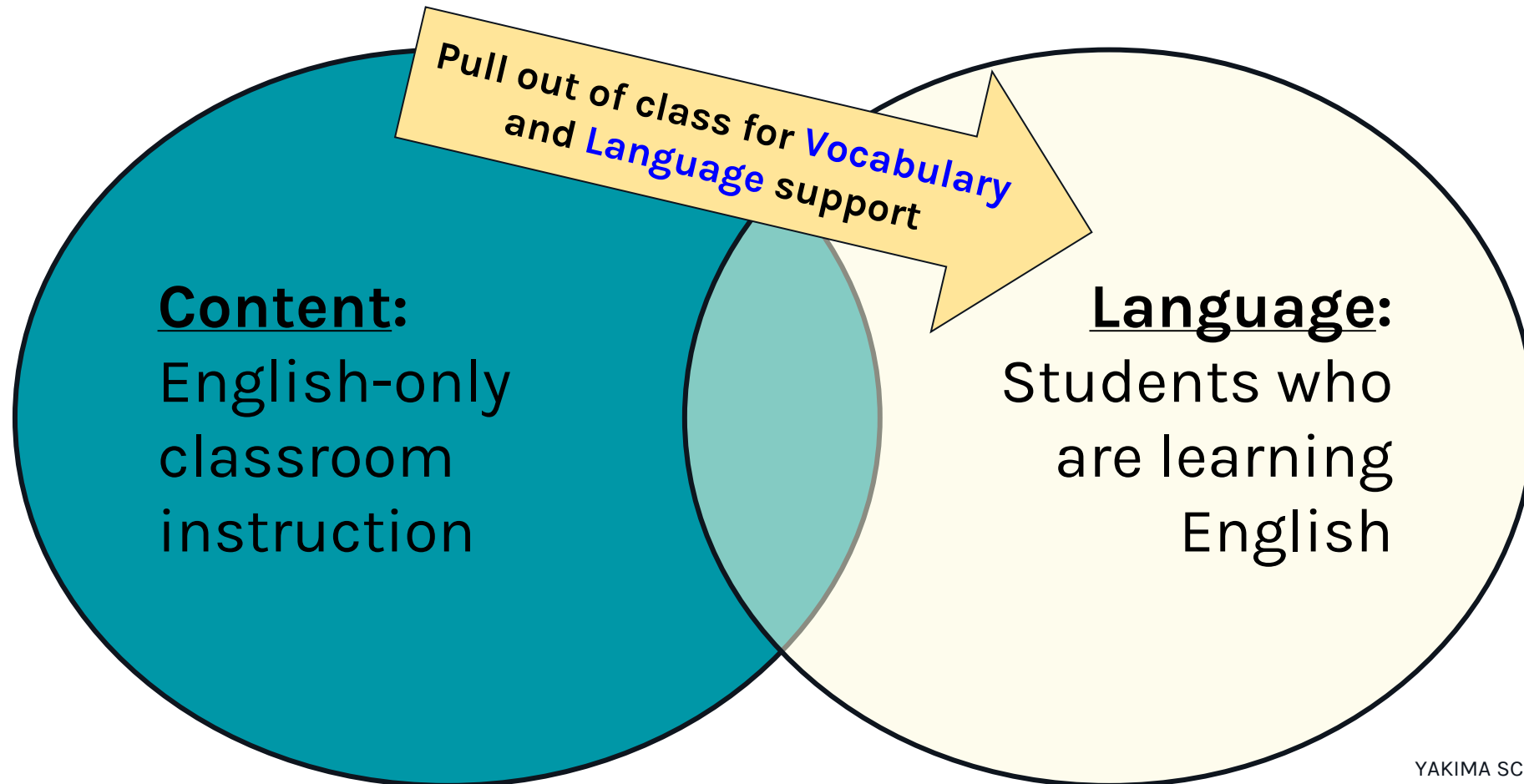


# Models for Instruction

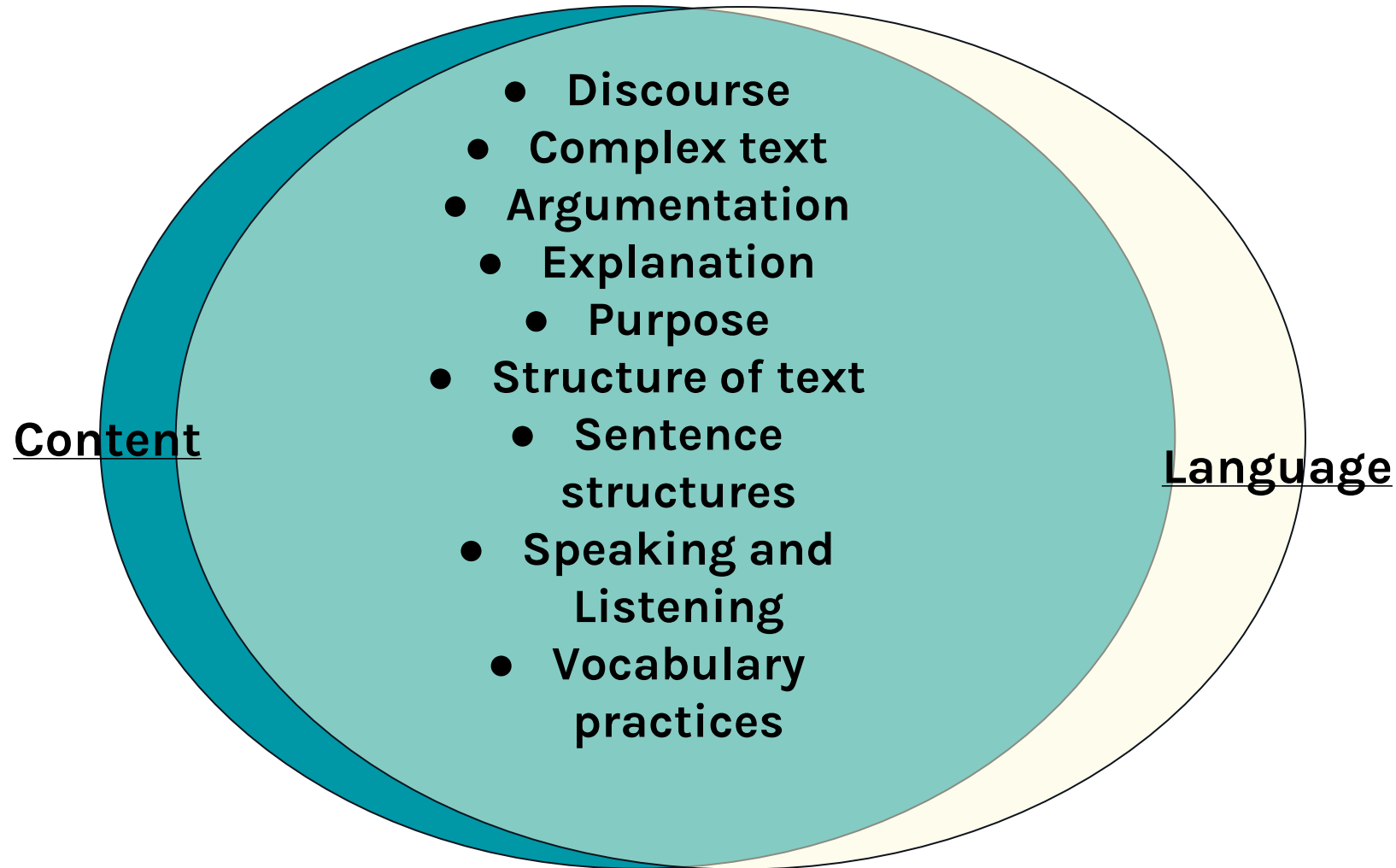


- Supportive Mainstream
- Content-Based / Sheltered Instruction
- Early/Late-Exit Transitional Bilingual
- **Dual Language / Dual Immersion**

# Traditional Models for Multilingual Learners: *Language and Content taught separately*



# Dual Language Learning Model





# Models for Dual Language

- **One-way model:** students predominantly speak the same language
- **Two-way model:** a mixture of English and partner language speakers





# Minimal Requirements for DL

- Students receive **at least 50%** of content and instruction in the target language
- Program offered **K-8** or **K-12**

# Language Allocation

**90/10 (or 80/20)**

	K	1	2	3	4	5	6-8
Target Language	90%	80%	70%	60%	50%	50%	50%
English	10%	20%	30%	40%	50%	50%	50%

**50/50**

	K	1	2	3	4	5	6-8
Target Language	50%	50%	50%	50%	50%	50%	50%
English	50%	50%	50%	50%	50%	50%	50%



# For Example:

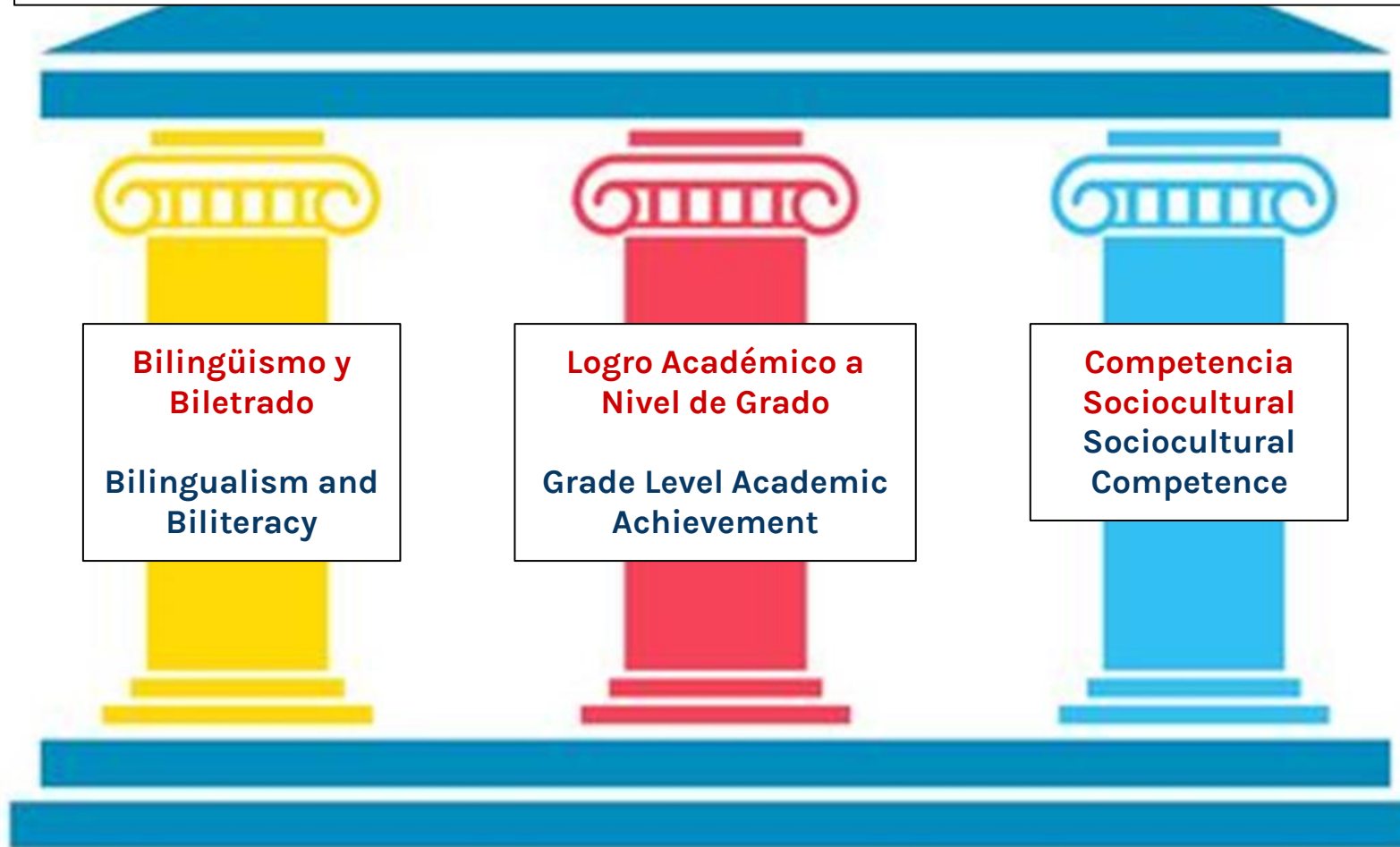
**Two-way 50/50 model:** classroom comprised of English and partner language speakers, 50% of instruction in English, 50% in partner language

**Two-way 90/10 model:** classroom comprised of English and partner language speakers, 90% of instruction is in partner language, 10% English



# **Tres Pilares de Educación de Lenguaje Dual**

## **Three Pillars of Dual Language Education**



# OSPI: Vision and Efforts

A photograph of three young children of diverse backgrounds (two Black girls and one white girl) smiling and hugging each other. The image is partially covered by a blue curved banner at the top and a teal text box in the center.

Washington State has 296+ languages  
235+ are spoken in our schools



# OSPI STRATEGIC GOALS



## GOAL 1

### Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

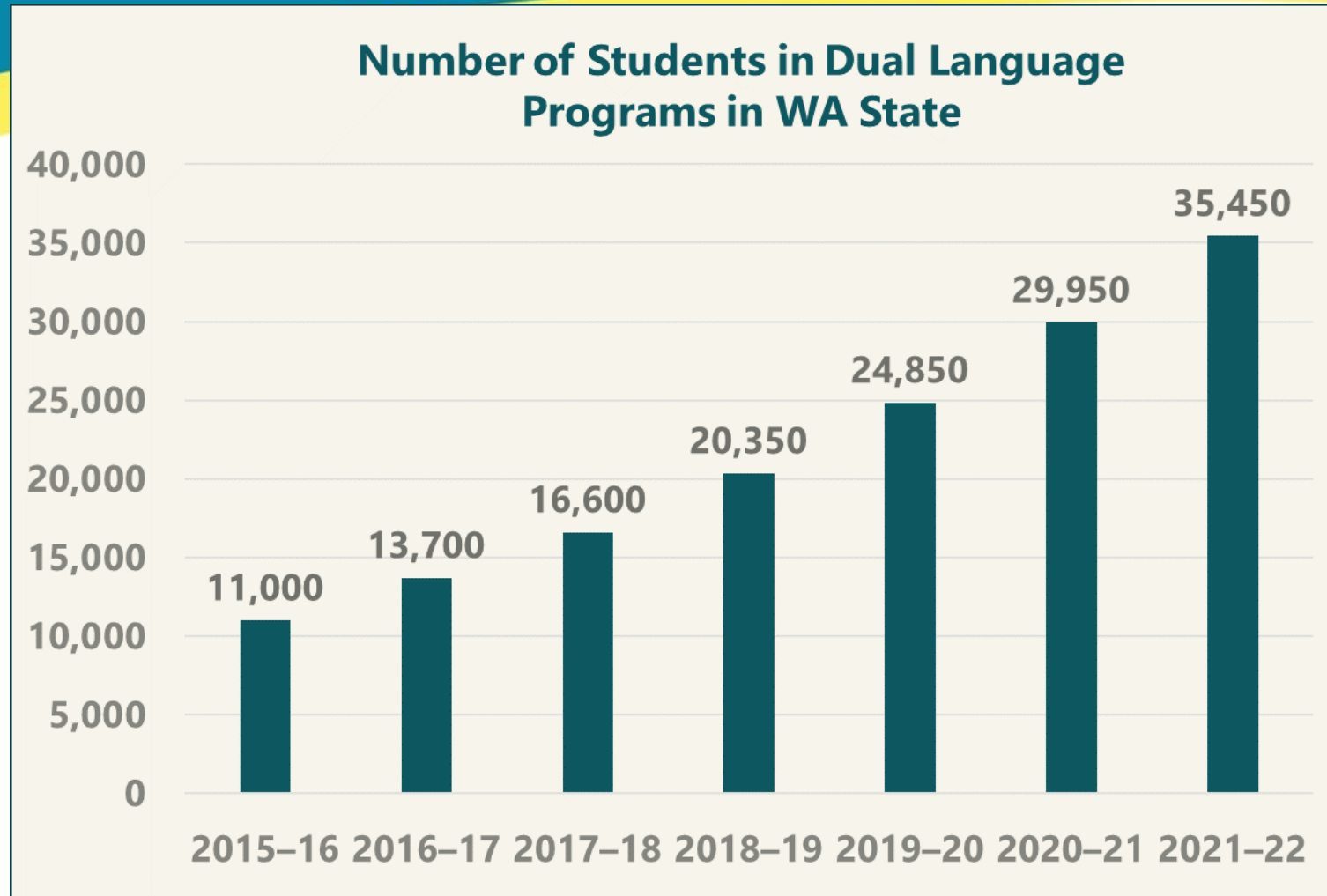
#### Initial Objectives:

- Universal access to pre-K
- New K–3 literacy focus
- Universal access to dual language learning by elementary





# Growth of Dual Language Schools



## Dual Language:

- 5 languages
- 40 districts
- 137 schools

## Tribal Language:

- 7 languages
- 8 districts and/or STEC schools



# Current Status in WA

## NEW\* & PLANNING

Auburn  
Bellingham  
Cashmere  
Eastmont  
Edmonds\*  
Ellensburg  
Everett\*

Finley  
Grandview  
Granger\*  
Issaquah\*  
Kiona-Benton  
Manson  
Mead

Moses Lake  
Mount Adams  
Mount Baker  
Mukilteo  
North Thurston\*  
Quincy  
Renton

Richland  
Rochester  
Sunnyside  
Tukwila  
Wapato  
Woodland\*  
Yakima\*



# Current Status in WA

## CONTINUING or EXPANDING

Arlington  
Bainbridge Is.  
Bellevue  
Bethel  
Bremerton  
Burlington-  
Edison  
East Valley  
(Yakima)

Evergreen  
Federal Way  
Franklin Pierce  
Highline  
Kennewick  
Kent  
Lake Washington  
Mabton  
Monroe

Mount Vernon  
North Kitsap  
Northshore  
Othello  
Pasco  
Prosser  
Puyallup  
Seattle  
Selah

Shelton  
Shoreline  
Spokane  
Tacoma  
Vancouver  
Wahluke  
Walla Walla  
Wenatchee





# Legislative Support for Dual Language



## 1) Provide grants to expand dual language programs:

- \$30,000 for planning districts
- \$60,000 for continuing or expanding districts
- \$20,000 extra for large programs (4+ schools), small/rural districts (REAP eligible) & grow-your-own educator programs

*Apprx. \$7 million in 2023-24 & \$4.5 million in 2024-25*

## 1) Grow our educator workforce by providing:

- Funding for two bilingual teacher residency pilot programs with tuition support, mentoring, and paid resident position in schools

*\$1.8 million in 2023-25*

## 1) All school districts begin providing high school students with the opportunity to earn the Seal of Biliteracy.

*\$700,000 in 2023-25*

## Our Promise

We will ensure a safe, equitable, inclusive, and quality learning environment so that every student thrives and succeeds.

## Our Vision

Focusing on every student, every day:  
strengthening community through education.

## Our Core Values

Diversity, equity & inclusion • High expectations for all • Focus on the whole child • Family engagement & community partnerships



### Developing a Strong Foundation in the Early Years

**2026 COMMUNITY COMMITMENT**  
At least 19 out of every 20 children (95%) meet the state criteria for Kindergarten readiness.

**2019 BASELINE:** 4 out of every 20 students (20%) meet the criteria for readiness



### Empowered, Connected, Supported & Engaged

**2026 COMMUNITY COMMITMENT**  
At least 19 out of every 20 students (95%) will attend school at least 171 days out of 180 days per school year.

**2019 BASELINE:** 10 out of every 20 students (50%)

**2026 COMMUNITY COMMITMENT**  
At least 19 out of every 20 students (95%) agree/strongly agree to the survey questions: "I feel safe at school" and "I feel connected to other students and adults at school."

**2019 BASELINE:** 16 out of every 20 students feel safe (80%), no baseline data for "connected"



### Equitable Opportunity to Achieve Core Mastery & Critical Thinking

**2026 COMMUNITY COMMITMENTS**

At least 15 out of every 20 students (75%) in grades 4, 7, and 10 meet state standards in English Language Arts and Mathematics.

At least 15 out of every 20 students (75%) in grades 5, 8, and 11 meet state standards in Science.

**2019 BASELINE:** 7 out of every 20 students (35%) meet state standards in all subjects.



### Persistence through Graduation and Beyond

**2026 COMMUNITY COMMITMENTS**

At least 19 out of every 20 high school students (95%) graduate on time, and 100% graduate within 6 years.

**2019 BASELINE:** 16 out of every 20 students (80%) graduate on time, and 80% of the remaining students graduate within 6 years.



### Bilingual, Biliterate by Graduation

**2026 COMMUNITY COMMITMENTS**

At least 75% of PK-5 Schools will have access to a two-way dual language program.

**2019 BASELINE:** 0 out of every 20 students (0%)

**2026 COMMUNITY COMMITMENTS**

At least 10 out of every 20 (50%) middle school students will participate in a world language course or cultural exchange program.

**2019 BASELINE:** 0 out of every 20 students (0%)

**2026 COMMUNITY COMMITMENT**

At least 10 out of every 20 graduating seniors (50%) attain the Seal of Biliteracy.

**2019 BASELINE:** 3 out of every 20 (15%)





# Bilingual, Biliterate by Graduation

## 2026 COMMUNITY COMMITMENTS

- At least 75% of PK-5 Schools will have access to a two-way dual language program.
- At least 10 out of every 20 (50%) middle school students will participate in a world language course or cultural exchange program.

*2019 BASELINE: 0 out of every 20 students (0%)*

- At least 10 out of every 20 graduating seniors (50%) attain the Seal of Biliteracy

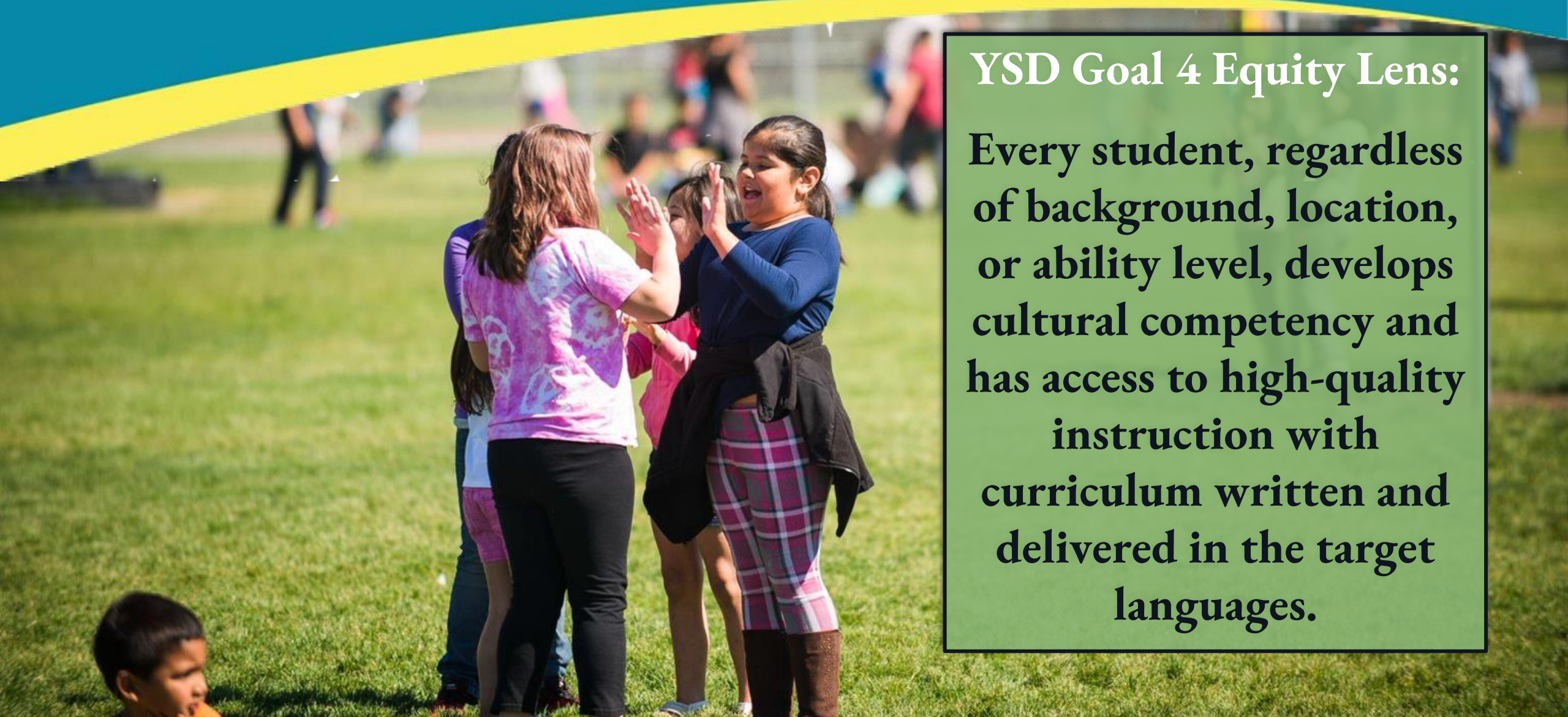
*2019 BASELINE: About 3 out of every 20 students (15%)*



# YSD Goal 4: Equity Lens

## YSD Goal 4 Equity Lens:

**Every student, regardless of background, location, or ability level, develops cultural competency and has access to high-quality instruction with curriculum written and delivered in the target languages.**





# Potential Challenges for Districts

## Family & Community Engagement

- Belief that **more** English = **better** English
- Concern about how to support a language they don't speak
- Concern for students with disabilities or behavioral challenges
- Taking students out of the program early when they express that it is challenging

## Staffing

- Staff asking: "Will I lose my job?"
- Staff understanding the program
- Recruiting & retaining qualified teachers and paraeducators
- Workload issues and contractual concerns
- Covering absences & leaves

## Enrollment Policies

- Equitable access to programs
- Prioritizing multilingual learners
- Balancing students from each language group
- Transportation
- Late entry to a program

# Potential Challenges for Districts

## Start-up Expenses

- Classroom materials
- Curriculum
- Translation
- Professional development in target language

**DL costs an extra \$0.76  
per day per student**  
*(Rand, 2015)*



# Benefits of Dual Language



YAKIMA SCHOOL DISTRICT  
*Strengthening Community Through Education*



*Compared with students in English-only classrooms **dual language students have shown higher reading scores, test scores, and also seem to be happier in school. Attendance is better, behavioral problems fewer, parent involvement higher.***

Lindholm-Leary, K., & Hernández, A. (2011), Acosta, J., Williams III, J., & Hunt, B. (2019), Thomas, W. P., & Collier, V. P. (2019), Steele, J. L., Slater, R. O., Li, J., Zamarro, G., Miller, T., & Bacon, M. (2018) De Jesús, S. C. (2008), Werblow, J., Duesbery, L., & Koulidobrova, H. (2020). Esposito, A. G., & Baker-Ward, L. (2013). Nascimento, F. C. (2016) Tran, N. A., Behseta, S., Ellis, M., Martinez-Cruz, A., & Contreras, J. (2015). De Jesús, S. C. (2008)...





# BENEFITS of Bilingualism & Biliteracy

## LINGUISTIC:

- Affirm, elevate, advance students' linguistic assets
- More likely to earn the Seal of Biliteracy
- More likely to acquire a 3rd or 4th language
- Increased economic competitiveness, higher salary
- Amplify employment opportunities
- Strengthen national security and diplomacy

## ACADEMIC:

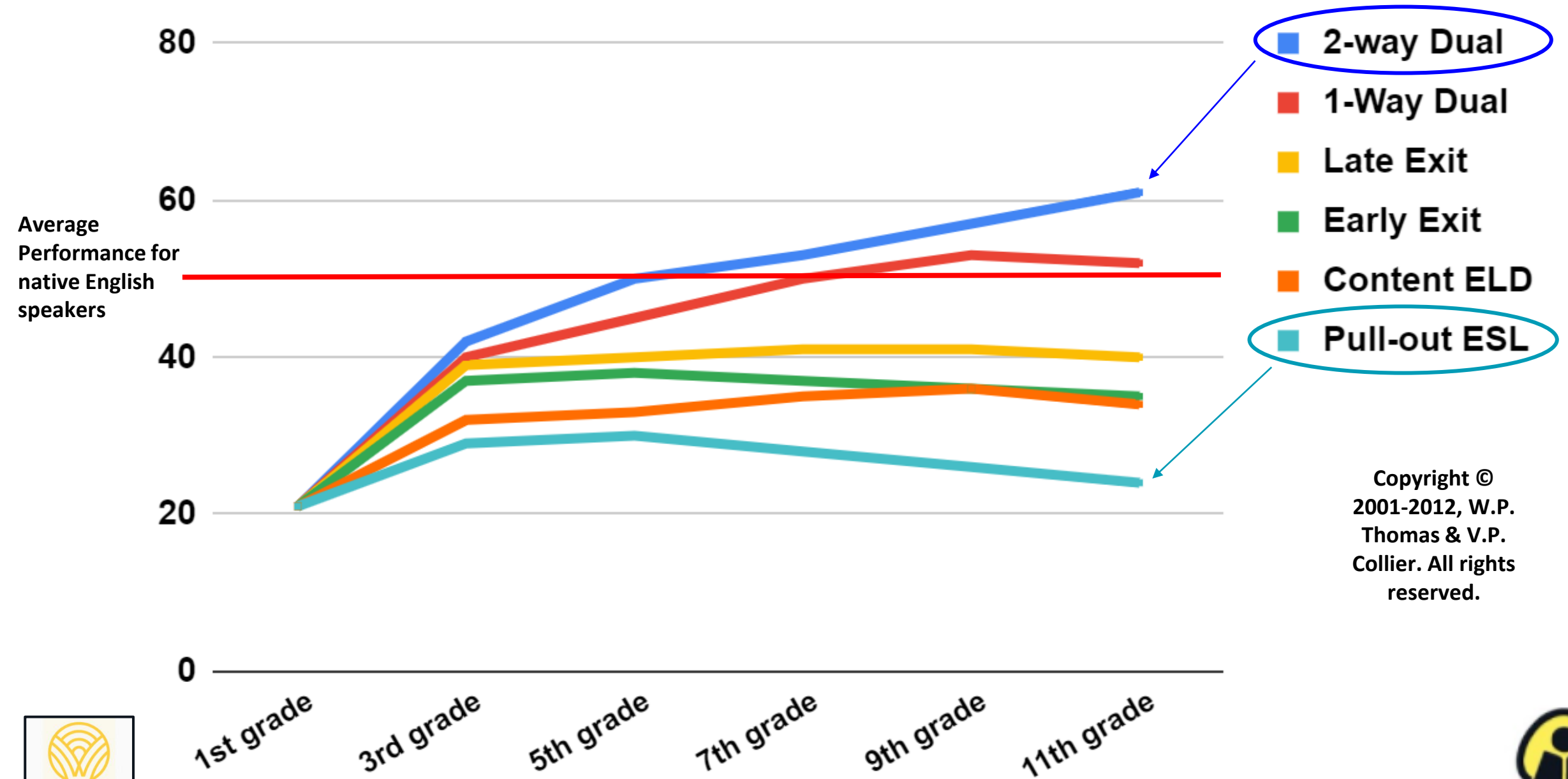
- Increased cognitive advantages
- More likely to take advanced courses such as AP, IB or College in the High School
- **HIGHER ACADEMIC PERFORMANCE**



## SOCIOCULTURAL:

- Affirm, elevate, advance students' cultural assets
- Enhance intercultural skills
- Greater diversity in friendship
- Decreased intergenerational loss
- Improved health diagnosis and prognosis
- Delay in certain brain diseases

# EL Long-term Reading Achievement



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Collier. All rights  
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## KEY RESEARCH FINDINGS for students in dual language programs:

- Perform at or above grade level on standardized reading and math tests in English
- Score similar to their statewide peers by about 5th to 7th grade, if not sooner
- Achieve at or above grade level in reading and math tests measured in the L2
- Close achievement gap compared to English-only classrooms by about 5th grade



## Compared to students in general education programs, DL students are:

- As or more likely to be enrolled in higher level math courses
- As or more likely to pass high school exit exams
- More likely to close achievement gap by the end of high school
- Less likely to drop out of school

*Lindholm-Leary, 2008, 2012, 2014; Lindholm-Leary and Hernandez, 2011; Lindholm-Leary & Borsato 2005, 2006; Soltero 2004, 2016; Tredick, Christian, Williams & Fortune, 2011; Thomas and Collier, 2012, 2014; Steele, Slater, Zamarro, Miller, Li and Burkhauser, 2017*

# State Examples

**Mount Vernon SD** had their first DL cohort graduate in 2020 with a 100% graduation rate for MLs who were in DL. This trend continued in 2021.

**Walla Walla PS** has multiple years of DL 4-year graduation cohort rates in the high-90 percents.



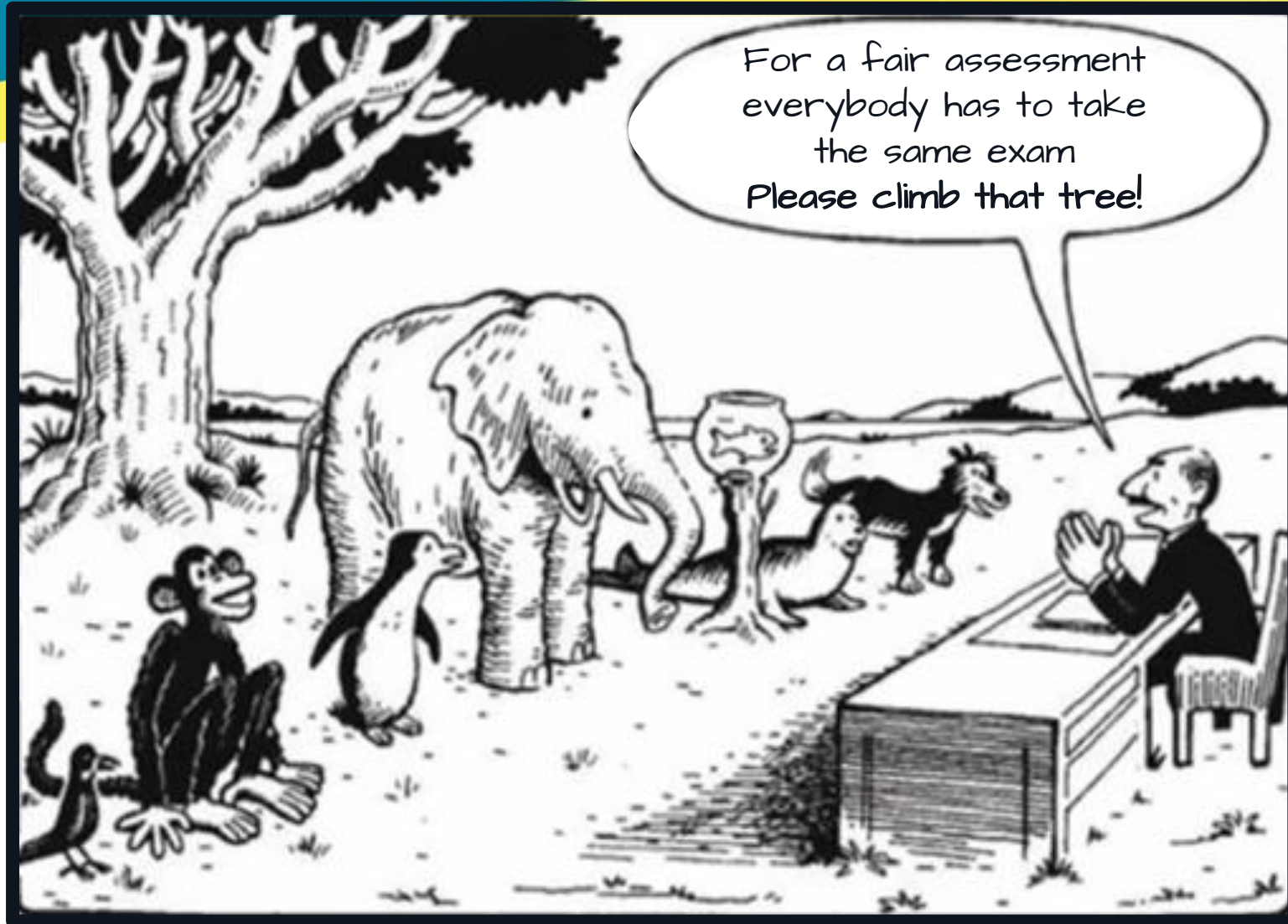
# Time to check in

**What's  
resonating  
with you  
so far?**

**What are  
you still  
wondering?**



# Why Dual Language?



# Anecdotal Data

IN GRADES K-5, *THE DATA IS IN THE STORY*

- Sense of community in the classroom/school
- Social, cultural and racial awareness
- Becoming bilingual, biliterate





**Julio**

6 years old from Mexico  
limited English

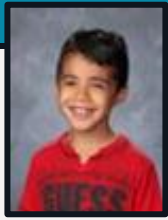




# Reading Assessment:

● Assessed in English





## **Scenario:** Julio in a **TRADITIONAL** program

### **Attends separate ML program with specialized teacher and/or paras**

- Pulled from class to receive reading intervention, language acquisition and vocabulary - English only
- Isolated from English-speaking peers
- Possibly identified for special education services
- **Spanish is a deficit**
  - *Reading ability and content knowledge in Spanish may never be identified*

→ ***Classroom teacher***: expected to help Julio catch up on content missed... in English.

### **Traditional 12th grade outcome:**

- Julio has a **12-15% lower chance of graduating** from high school
  - English reading proficiency likely to be at the **24th percentile**.



## Reality

### 1st grade dual language class

- Received a minimum 50% of content in Spanish
- Remained in core content ALL DAY
- Systematically acquired English through content instruction and social interaction
  - Never isolated from English-only peers
- **Teachers:** trained and proficient to provide him what he needed in HIS language
  - ***Spanish is an ASSET in his education.***

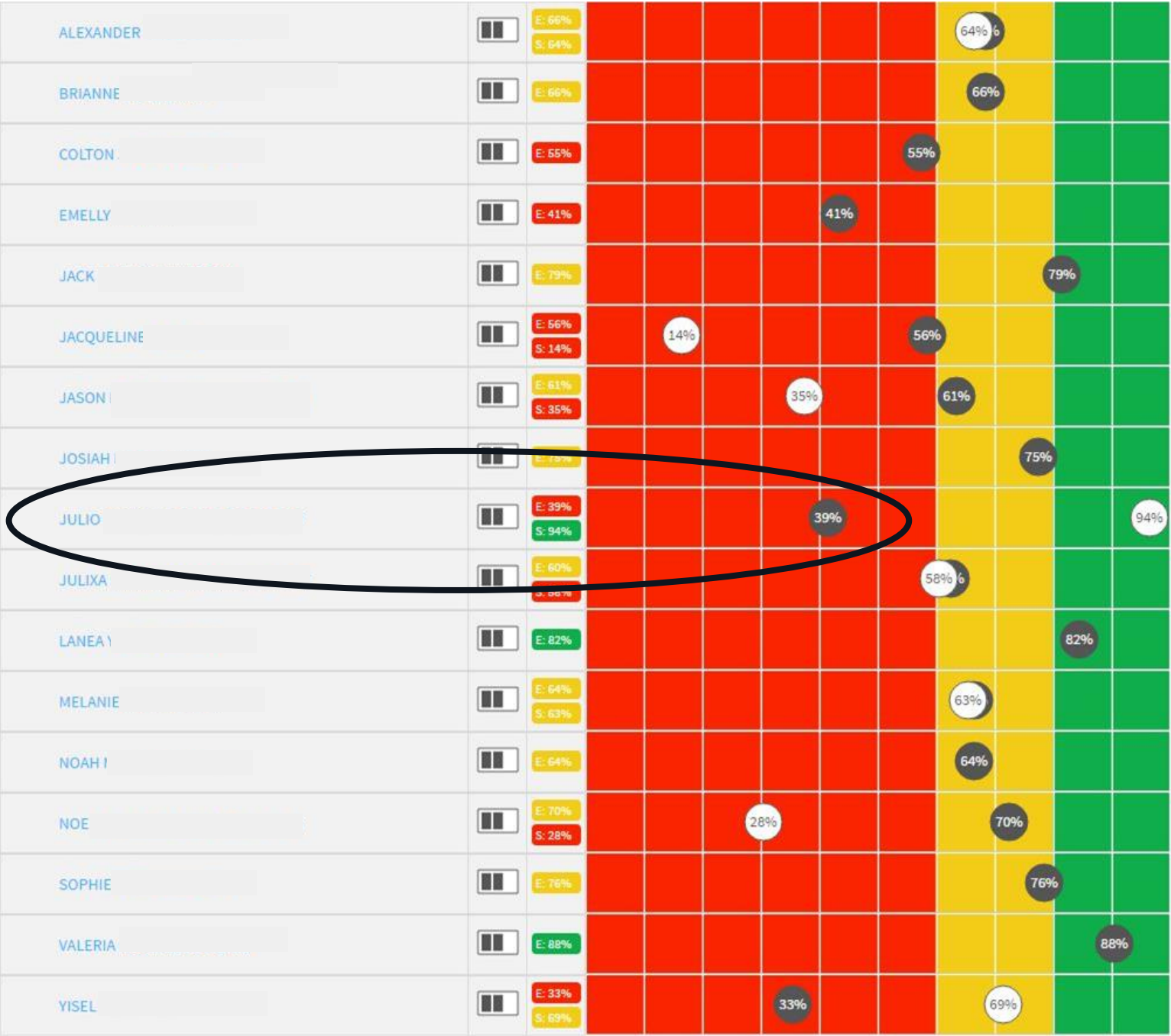






# Reading Assessment: Vocabulary acquisition and use

- Assessed in English



English  
assessment:  
**2nd LOWEST**  
in the class

Spanish  
assessment:  
**HIGHEST** in  
the class

## Julio: Present Day

*“Julio is a dedicated and hardworking student. He is passionate about his education and strives to earn the best grades possible... He is very helpful around the classroom and works well with his classmates. He is a student who often volunteers to participate and asks questions for clarification.*

*He is 100% bilingual / biliterate.*

*Since coming to the middle school,  
**Julio currently stands at the top 5% of the class...  
in English and Spanish!”***



# What can school and district leaders do?

- Ask about **your district's plan for DL** implementation/ exploration
- **Attend conferences & webinars** to learn more about how dual language is supported by research for multilingual learners
- **Join a state DL PLC to connect with colleagues!**



# OSPI Resources and Supports

## [Dual Language: What Families Should Know](#)

- Video, map of programs, & frequently asked questions

## [Dual Language Education & Resources](#)

- Professional Learning PLCs
- Dual Language Program Framework Template
- WIDA Standards & Program Development Tools

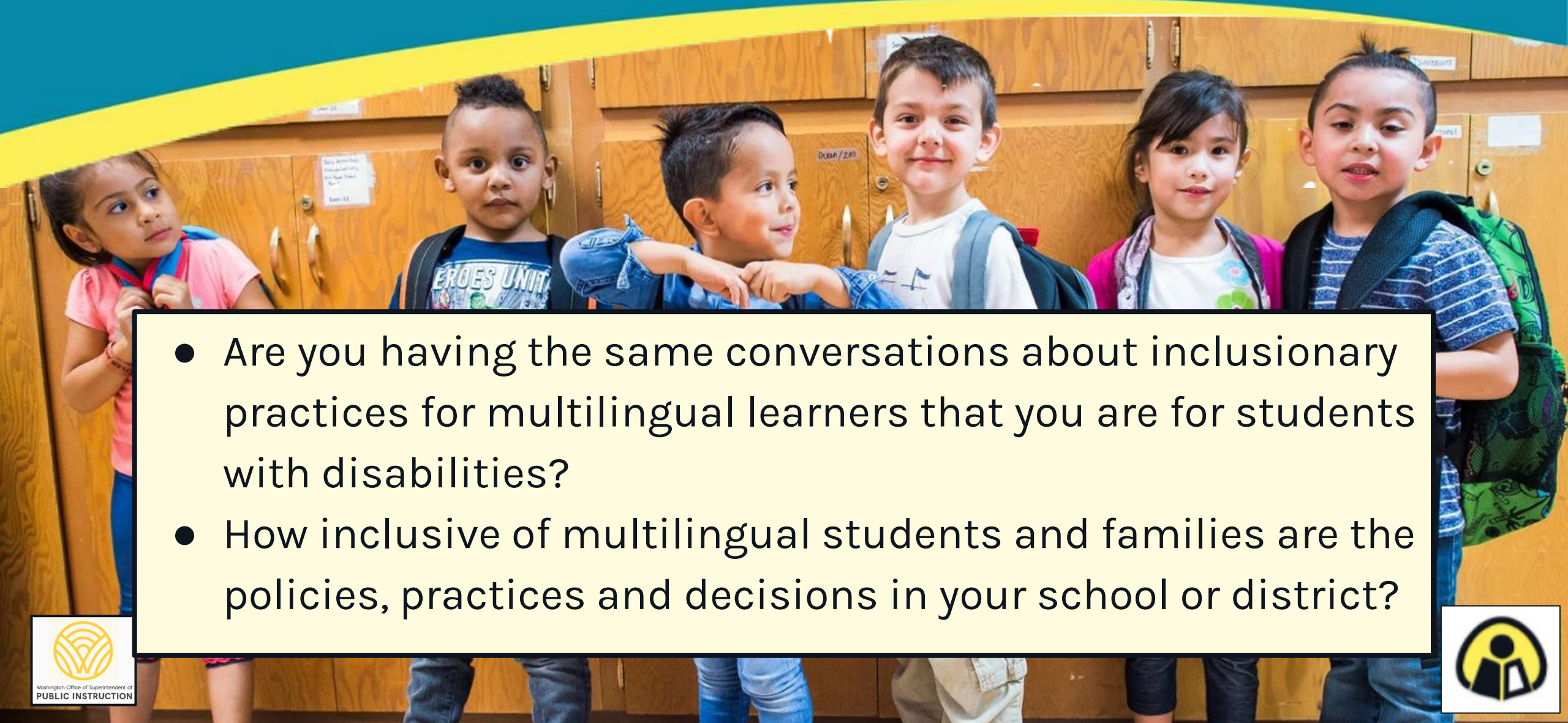
## [OSPI Explains: What are Dual Language Programs?](#)

(August 2022, Medium)





# Questions to Ponder?

- 
- Are you having the same conversations about inclusionary practices for multilingual learners that you are for students with disabilities?
  - How inclusive of multilingual students and families are the policies, practices and decisions in your school or district?

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**What  
questions  
do you  
have?**

**Thank you!**

